

Type A, B, or C	State	Certificate Name	Student Teaching	Description of Student Teaching Requirement	Professional Development Required	Description of Professional Development Program Requirement
Type A	Alabama	Class B Professional Educator	YES	For Class B and Alternative Class A programs, the internship (student teaching) "shall be full-time in the schools for at least 12 consecutive weeks, which should not be limited to one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher for at least 20 days including at least 10 consecutive days. (Exceptions may be requested for placements in schools operating on nontraditional schedules.) For middle-level and secondary programs, the internship shall be divided between two teaching fields, if applicable. For P-12 programs, the internship shall be divided between early childhood/elementary and secondary grades. For early childhood programs, the internship shall include a pre-school or kindergarten placement unless substantial field experiences were completed at those levels. For elementary education programs, the internship shall include upper and lower elementary-level placements unless substantial field experiences were completed at both levels. In extenuating circumstances, the head of the unit may request a waiver from	NO	
Type A	Alaska	Type A Regular Teacher Certificate	YES		NO	
Type A	Arizona	Provisional Elementary (K-8)	YES	Teacher preparation program or two years of verified experience.	NO	
Type A	Arizona	Provisional Secondary (7-12)	YES	Teacher preparation program or two years of verified experience.	NO	
Type A	Arizona	Provisional Special Education (K-12)	YES	Teacher preparation program or two years of verified experience.	NO	
Type A	Arkansas	Initial Teaching License	YES	Student teaching is to be full-time, for a minimum of 12 weeks.	YES	Coursework as prescribed within the approved teacher preparation program. Supervision as prescribed in the preservice teaching. Mentoring occurs after the license is received.
Type A	California	Preliminary Level I Education Specialist Instruction Credential	YES	This requirement varies by teacher preparation program.	YES	This requirement varies by teacher preparation program.
Type A	California	Preliminary Multiple Subject Teaching Credential	YES	This requirement varies by teacher preparation program.	YES	This requirement varies by teacher preparation program.
Type A	California	Preliminary Single Subject Teaching Credential	YES	This requirement varies by teacher preparation program.	YES	This requirement varies by teacher preparation program.

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Type A	Colorado	Provisional License	YES	Preservice programs must include a minimum of 800 hours of field experience, of which student teaching is normally one semester in duration.	YES	Preservice programs must include a minimum of 800 hours of field experience, of which student teaching is normally one semester in duration.
Type A	Connecticut	Initial Educator Certificate	YES	In lieu of student teaching, 10 months of full-time appropriate teaching experience may be accepted.	NO	
Type A	Connecticut	Interim Initial Educator Certificate	YES	In lieu of student teaching, 10 months of full-time appropriate teaching experience may be accepted.	NO	
Type A	Connecticut	Interim Provisional Educator Certificate	YES	In lieu of student teaching, 10 months of full-time appropriate teaching experience may be accepted.	NO	
Type A	Delaware	Initial License	YES	Delaware requires at least six semester credit hours of student teaching. The State will also accept one year of a successful full-time internship training or one year of successful teaching experience and 6 additional semester credit hours of professional education in the area of certification.	YES	Teachers must complete the Delaware mentoring and professional development program during the three-year term of the Initial License.
Type A	District of Columbia	Provisional Certificate	NO		NO	
Type A	Florida	Temporary Certificate	NO		NO	
Type A	Georgia	Intern Certificate	YES	Student teaching requirement can be met as part of the induction period.	YES	the gpa is 2.5, the internship is for two years with an instructional phase preparing the individual to teach and a mentoring or internship that provides professional education.
Type A	Georgia	Professional Clear Renewable Certificate	YES	Student teaching must consist of a specified period of supervised teaching in a K-12 classroom for a minimum of ten weeks.	NO	
Type A	Georgia	Provisional Certificate	YES	Student teaching requirement can be met as a year-long supervision on the job.	NO	
Type A	Guam	Professional I	YES	30 hours per week for 18 weeks for a total of 432 hours		
Type A	Idaho	Early Childhood/E.C. Spec Educ Blended Certificate (Birth-Grade 3)	YES	The amount of student teaching/internship required is an institution choice. An institutional recommendation from an accredited college/university is required for certification.	NO	
Type A	Idaho	Exceptional Child Certificate (K-12)	YES	6 semester credit hours in early childhood student teaching.	YES	30 semester credit requirement plus a student teaching component.
Type A	Idaho	Secondary School Certificate (6-12)	YES	6 semester credit hours of secondary student teaching. (Three years of certificated teaching experience in 6-12 may substitute.)	NO	

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Type A	Idaho	Standard Elementary Certificate (K-8)	YES	6 semester credit hours of elementary student teaching. (Three years of certificated teaching experience in K-8 may substitute.)	NO	
Type A	Illinois	Initial Early Childhood Certificate (Birth to grade 3)	YES	100 clock hours of pre-student teaching clinical experiences with infant/toddlers, preschool/kindergarten, or primary school students. Also, five semester hours or 10 weeks of pre-school student teaching; or proof of five semester hours student teaching at any grade level and three months of successful teaching experience on a valid certificate.	NO	
Type A	Illinois	Initial Elementary Certificate (Grades K-9)	YES	100 clock hours of pre-student teaching clinical experiences at the K-9 level. Also, five semester hours or 10 weeks of student teaching at the K-9 level; or five semester hours student teaching at any grade level and three months of successful teaching experience on a valid certificate.	NO	
Type A	Illinois	Initial Secondary Certificate (Grades 6-12)	YES	100 clock hours of pre-student teaching clinical experience at the 6-12 level or proof of teaching experience at the 6-12 levels. Also, five semester hours or 10 weeks of student teaching at the 6-12 level; or five semester hours student teaching at any grade level and three months of successful teaching experience.	NO	
Type A	Illinois	Initial Special Education (Grades K-12) Certificate	YES	100 clock hours of pre-student teaching clinical experiences within the area of specialization at the elementary and secondary level. Also, 5 semester hours or 10 weeks of student teaching within the area of specialization; or five semester hours student teaching at any grade level and three months of successful teaching experience on a valid certificate.	NO	
Type A	Indiana	Reciprocal All Grade Education License (K-12)	NO	Student teaching, which shall consist of a minimum of ten (10) weeks of full-time student teaching experience in an elementary, junior high/middle school, or secondary school in the subject area of the candidate's major.	NO	
Type A	Indiana	Reciprocal Early Childhood Education (Pre-K)	YES	9 weeks of full- time student teaching.	NO	
Type A	Indiana	Reciprocal Elementary Education License (1-6, & Nondepartmentalized 7 & 8)	YES	9 weeks of full-time student teaching.	NO	

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Type A	Indiana	Reciprocal Junior High/Middle School Education License	YES	9 weeks of full-time student teaching in junior high/middle school.	NO	
Type A	Indiana	Reciprocal Kindergarten - Primary (K-3)	YES	1 semester of full-time student teaching equally divided between kindergarten and primary levels.	NO	
Type A	Indiana	Reciprocal Secondary License	YES	9 weeks of full-time student teaching in secondary school subject area of major.	NO	
Type A	Indiana	Reciprocal Senior High, Junior High & Middle School Education License (5-12)	YES	10 weeks of full-time student teaching experience in senior high, junior high or middle school level in the subject area.	NO	
Type A	Iowa	Initial License	YES	A minimum of twelve weeks of student teaching is required.	YES	Districts must provide a two-year mentoring and induction program to teachers in their first and second year in the profession.
Type A	Kentucky	Provisional Certificate (Intern)	YES	Twelve weeks of full-time supervised teaching or equivalency within grade levels and areas of certification.	NO	
Type A	Louisiana	Type C or Level 1 Certificate	YES	Minimum of 270 clock hours with 180 hours spent in actual teaching.	NO	
Type A	Maine	Provisional Certificate	YES	All provisionally certified teachers must have one semester of supervised student teaching experience, or one year of successful teaching under a targeted needs, conditional, or transitional certificate or a waiver, in the endorsement subject.	YES	Teacher Action Plan, monitored by support system teams and mentors.
Type A	Minnesota	Nonrenewable License (temporary limited license)	YES	MN Rule 8710.0400, Subp. 3 G, An applicant has completed student teaching or essentially equivalent experiences. http://www.revisor.leg.state.mn.us/arule/8710/0400.html	NO	
Type A	Mississippi	Class A	YES	minimum of 12 weeks.	NO	

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Type A	Missouri	Professional Classification I (PC1)	YES	Clinical experiences; Supervised student teaching or internships that are conducted in approved educational settings such as a public or accredited non-public school or classroom. Students in professional education programs are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.	YES	Included in the PROCESS TO UPGRADE. During the three (3) years that you hold this classification, you need to complete the following requirements before you can upgrade to a PC II: Serve with a mentor during the first year of teaching. Your school will assign an appropriate teacher to be your mentor. A mentor is required only for first-year teachers with no experience. Participate in a beginning teacher assistance program from a Missouri college or university. Complete 30 clock hours of in-service education approved by and documented with employing school district. Participate in the school's Performance Based Teacher Evaluation.
Type A	Montana	Class 2 Standard Teaching License: Elementary	YES		YES	Sixty units of renewal earned during a five-year period are required for licensure renewal.
Type A	Montana	Class 2 Standard Teaching License: Secondary	YES		YES	Sixty units of renewal activities are required for licensure renewal.
Type A	Montana	Class 7 American Indian Language and Culture	NO		YES	Sixty units of renewal activities authorized and verified by the tribe are required for renewal of a class 7 license.
Type A	Nebraska	Temporary Certificate	YES	Methods courses are required for all licenses.	YES	Methods courses are required for all licenses.
Type A	Nevada	Initial License	YES	Elementary initial licenses need 8 semester hours of student teaching in grades K-12. Secondary initial licenses need 8 semester hours of student teaching in grades 7-12.	NO	
Type A	New Hampshire	Beginning Educator Credential (BEC)	YES	Student teaching is required for Alternative I and mentoring is required for Alt 4 and 5.	YES	A supervised professional development program is required under Alternative 4 and 5.
Type A	New Jersey	Certificate of Eligibility (CE)	NO	this is completed during the provisional teaching year through the supervised teaching requirement of the Alternate Route program.	NO	Mentoring and supervision are required during the provisional teaching year.
Type A	New Jersey	Certificate of Eligibility with Advanced Standing (CEAS)	YES	a full semester of student teaching is required.	NO	Mentoring and supervision are required during the provisional teaching year.

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Type A	New Mexico	Level 1	YES	State requirements mandate no less than 14 weeks of student teaching. All teacher preparation programs exceed the 14-week requirement by including a variety of field experiences throughout the program. See Section 22-2-8.7 (C) NMSA 1978.	YES	The state mandates that all districts have a state approved Professional Development Framework in place that aligns with the district's Educational Plan for Student Success (EPSS) and with the SBE's Content Standards and Benchmarks. All teachers must adhere to a Professional Development Plan (PDP) that is developed at the local district level and is aligned with the district's framework. The state does not prescribe the specific courses/activities for the individual PDP. All new teachers must be provided a mentoring program which is designed locally based on a state mandated framework and is approved by the state. Data on teacher and student performance shall be used to evaluate the effectiveness of the professional development and mentoring systems.
Type A	North Carolina	Initial License	YES	A minimum of ten weeks is required. LEAs must verify that student teaching has been successful for a license to be issued.	NO	
Type A	North Dakota	Initial	YES		YES	
Type A	North Dakota	Interim Reciprocal	YES		NO	
Type A	Ohio	Provisional License	YES	Must meet NCATE requirements for Student Teaching.	YES	During an Entry Year, the school provides support, including mentoring.
Type A	Oklahoma	School License	YES	Twelve weeks of intensive preparation/ demonstration of candidate's professional competence.	NO	
Type A	Oregon	Transitional Teaching License	YES	This must be included as part of a state-approved program if applicant has not held a regular teaching license.	NO	During the three year life of the Transitional Teaching License, the teacher is expected to fulfill all requirements for the next level of licensure.

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Type A	Pennsylvania	Professional Instructional Certificate	YES	The professional education program requires all candidates for the initial Instructional I certificate to complete a 12-week full-time student teaching experience under the supervision of qualified program faculty and cooperating teachers. In addition candidates must complete a planned sequence of field experiences.	YES	GPA requirements are 2.6 in 2000-2001, 2.8 in 2001-2002 and 3.0 in 2002-2003 to gain entry to program. Initial instructors (Instructional I) must fulfill three years of satisfactory service, complete a Department of Education approved induction program, and 24 post-baccalaureate credits to gain an Instructional II. To maintain an instructional certificate in Pennsylvania, continuing professional education requirements must be met. Pennsylvania's Act 48 requires holders of certificates to gain 6 hours of collegiate credit or 180 hours of professional education activities every 5 years.
Type A	Puerto Rico	Certificado Regular	NO		NO	
Type A	South Carolina	Critical Needs	NO		YES	A mentor is assigned by the school districts to each PACE participant to provide support and supervision.
Type A	South Carolina	Initial	YES	All teacher education candidates must complete 60 days for supervised student teaching.	YES	Yes, as a part of the ADEPT induction process.
Type A	South Dakota	Two-Year Nonrenewable Certificate	YES	The applicant must demonstrate competence in all job responsibilities required in the candidate's chosen field. 10 weeks of student teaching. Professional development through self, peer, and supervisory reflection on experience.	NO	
Type A	Tennessee	Apprentice Teacher License	YES	"Student Teaching" is required. (Minimum of 15 weeks = full-day, full-time; or a year-long internship.)	NO	
Type A	Tennessee	Out-of-State Teacher License	NO	It is assumed that they have completed this requirement in another state, if they are to receive an Out-of-state teacher license in Tennessee.	NO	
Type A	Utah	Utah Professional Educator License, Level I	YES	Clinical experiences, a variety of methods courses and a 10 week minimum student teaching experience.	YES	A district/school directed professional development program for teachers in their Early Years Enhancement (3 years).

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Type A	Vermont	Level I - Beginning Educator License	YES	A minimum of 12 consecutive weeks of student teaching in an educational setting where the student shall gradually assume the role and responsibilities of a classroom teacher. To be eligible for student teaching, a candidate must demonstrate: (1) competency in writing, speaking, and mathematics, and mastery of the content area; (2) competency in teaching reading, principles of developmental psychology, and teaching in the content areas, and (3) overall academic performance by maintaining a minimum of a B average.	YES	Supervision of preservice teaching requires: (a) licensed cooperating teacher trained by the preparation program, (b) supervision by qualified faculty from the preparation program, (c) observation and feedback to the student teacher at least once every ten teaching days by the supervisor, (d) a detailed description of the student teacher evaluation in a student teaching handbook, and (e) candidate must receive at least a "B" to successfully complete student teaching.
Type A	Virgin Islands	Emergency	NO		NO	
Type A	Virgin Islands	General	YES	Twelve (12) week internship with supervision by experienced teacher	NO	
Type A	Virgin Islands	Temporary	NO		NO	
Type A	Virginia	Provisional License	YES	Approved programs require 300 clock hours of student teaching.	YES	Clinical supervision of practicums and student teaching is required for preservice teaching. Beginning teachers in Virginia are required by statute to be assigned a mentor teacher.
Type A	Washington	Residency Certificate	YES	Field experiences are integrated throughout the preparation program. Candidates complete a supervised internship or student teaching in which they demonstrate the required knowledge and skills. The amount of time varies across programs from one year to 10 weeks.	YES	Teacher Development Plans are used by the alternative route programs. Candidates in more traditional programs complete a program of study.
Type A	West Virginia	Provisional Professional Certificate - Three Years	YES	Student teaching	YES	Beginning Teacher Mentor Program. All beginning teachers are assigned a mentor for the first year of employment as a beginning teacher.
Type A	Wisconsin	Two Year Minor Deficiency License (for out-of-state applicants only)	YES	18 weeks of student teaching	NO	
Type A	Wyoming	Standard Teaching Certificate	YES	Experience in a K-12 setting of sufficient length and concentration for prospective teacher to experience the full range of teacher activities in a K-12 school situation	NO	

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Type B	Alabama	Class A Professional Educator	YES	Completion of preservice teaching is not required for persons earning a Level II (second) certificate in the same teaching field for which Level I certification is held. However, certification in Adult Education (AE) and English as a Second Language (ESL) begins at the Class A Professional Educator level, based on Class B Professional Educator certification in any teaching field. Both the AE and the ESL programs require an internship of at least 300 clock hours. A person may enroll in a Class A special education program based on any Class B certificate, but a practicum is required for a person who does not have Class B certification in special education.	NO	
Type B	Arizona	Standard Elementary (K-8)	NO		NO	
Type B	Arizona	Standard Secondary (7-12)	NO		NO	
Type B	Arizona	Standard Special Education (K-12)	NO		NO	
Type B	Arkansas	Standard Teaching License	YES	for the Level I license	YES	The novice teacher Induction program incorporates mentoring, supervision, and professional development of new teachers. http://arkedu.state.ar.us/teachers/index.html#Mentoring
Type B	California	Professional Clear Level II Education Specialist Instruction Credential	YES	This requirement varies by teacher preparation program.	YES	This requirement varies by teacher preparation program.
Type B	California	Professional Clear Multiple Subject Teaching Credential	YES	This requirement varies by teacher preparation program.	YES	This requirement varies by teacher preparation program.
Type B	California	Professional Clear Single Subject Teaching Credential	YES	This requirement varies by teacher preparation program.	YES	This requirement varies by teacher preparation program.
Type B	Colorado	Professional License	NO	Required for the initial Provisional License.	NO	
Type B	Connecticut	Provisional Educator Certificate	YES	Or 30 months of appropriate teaching experience within the last ten years in an approved private school or in out-of-state public schools is accepted in order to qualify for the provisional educator certificate.	NO	
Type B	Delaware	Continuing License	YES	Successful completion of student teaching is a requirement for the Initial License.	YES	Delaware requires 90 clock hours of professional development once a teacher has a Continuing License.
Type B	District of Columbia	Standard Certificate	YES		NO	
Type B	Guam	Professional II				

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Type B	Hawaii	Hawaii Teaching License	YES	Preservice teaching under the supervision of a tenured, contracted teacher licensed in the authorized teaching field is required for a minimum of 10 full weeks in a semester. Candidates who are under a teaching contract during the semester of the required preservice teaching component must complete "validation of teaching" instead of student teaching since they are the teacher of record for a group of students. Principals of candidates who are completing validation serve as mentors and must work closely with the university field experience supervisors.	NO	
Type B	Illinois	Standard Early Childhood Certificate	YES	As under the Initial Early Childhood if not already completed.	NO	
Type B	Illinois	Standard Elementary Certificate	YES	See previous Initial Elementary requirements.	NO	
Type B	Illinois	Standard Secondary Certificate	YES	See previous Initial Secondary requirements.	NO	
Type B	Illinois	Standard Special Education (K-12) Certificate	YES	See previous Initial Secondary requirements.	NO	
Type B	Indiana	Standard All Grade Education License (K-12)	YES	Laboratory experiences, which must include specific and continuing prestudent teaching field experience beginning as soon as possible in the teacher preparation program. Student teaching, which shall consist of a minimum of ten (10) weeks of full-time student teaching experience in an elementary, junior high/middle school, or secondary school in the subject area of the candidate's major.	NO	
Type B	Indiana	Standard Early Childhood Education License	YES	This component shall always include at least nine (9) weeks of full-time student teaching in the later stages of the undergraduate program and be sponsored by the teacher education institution.	NO	
Type B	Indiana	Standard Elementary Education License (1-6)	YES	Nine (9) weeks of full-time student teaching at the level covered by this license	NO	
Type B	Indiana	Standard Junior High/Middle School License (5-9)	YES	Student teaching A minimum of nine (9) weeks of full-time student teaching in a junior high and/or middle school	NO	

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Type B	Indiana	Standard Kindergarten-Primary (K-3) License	YES	This component shall always include at least one (1) semester of full-time student teaching in the later stages of the undergraduate program and be sponsored by the teacher education institution. Attention shall be given to cognitive, affective and psychomotor facets of education and to both individual and group processes of teaching.	NO	
Type B	Indiana	Standard Secondary License (9-12)	YES	Student teaching A minimum of nine (9) weeks of full-time student teaching in the secondary school in the subject area of his major	NO	
Type B	Indiana	Standard Senior High, Junior High/Middle School License (5-12)	YES	Student teaching, which must consist of a minimum of ten (10) weeks full-time student teaching at an accredited school at the senior high, junior high or middle school level in the subject area	NO	
Type B	Iowa	Standard License	YES	Twelve hours of full-time student teaching are required.	YES	Holders must complete 6 credits within the previous five years.
Type B	Kansas	Standard 3-Year Certificate	YES	State expects student teaching to be completed in approved program.	NO	
Type B	Kentucky	Professional Certificate (at baccalaureate level)	NO		YES	Must successfully complete a one-year internship/mentoring program under the guidance of a beginning teacher committee composed of a resource teacher/mentor, a principal, and a teacher educator.

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Type B	Louisiana	Type B or Level 2 Certificate	NO	To obtain a Level II or Type B certificate, the teacher is not required to complete preservice teaching. The preservice teaching is required for an initial certificate.		The Louisiana Teacher Assistance and Assessment Program is an individualized, professional development and support program. It is also a uniform statewide program of assessment for new teachers entering service for the first time in a Louisiana public school. The two basic purposes of the program are as follows: (1) to provide new employees with a planned program of leadership and support from experienced educators, and (2) to provide assurance to the state-prior to issuance of a higher-level Louisiana teacher certificate-that the new teacher demonstrates competency in the understanding and use of the Louisiana Components of Effective Teaching. Data regarding the new teacher's strengths and weaknesses are collected during the first year by the mentor and principal, and a professional development plan is designed, which when implemented, can lead to improvement. In addition, each new teacher (during the first semester and throughout two school years) is provided a mentor who leads professional development activities designed to enhance teacher competencies found to be essential to stu
Type B	Maine	Professional Certificate	YES	See Level I certificate.	YES	For initial issuance of a professional certificate, individuals must successfully complete two years of teaching under a Level I (provisional) certificate. Each district is responsible for providing appropriate mentoring and professional development supports through these induction years, in accordance with an individualized Teacher Action Plan. The support team monitors performance and makes a recommendation for issuance of the Professional certificate.

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Type B	Maryland	Professional Eligibility Certificate	YES	If completing an approved program, student teaching (internship) is required. If completing transcript analysis, one year of satisfactory, full-time teaching experience in the area is required for most secondary, N-12 certificates.	NO	
Type B	Maryland	Standard Professional Certificate I	YES	If completing an approved program, a minimum of 100 days in two consecutive semesters in professional development schools is required. If completing transcript analysis, one year of satisfactory, full-time teaching experience in the area is required for most secondary, N-12 areas.	NO	
Type B	Maryland	Standard Professional Certificate II	YES	If completing an approved program, a minimum of 100 days in two consecutive semesters in professional development schools is required. If completing transcript analysis, one year of satisfactory, full time teaching experience in the area is required for most secondary, N-12 certificates.	YES	If employed, individual must present a Professional Development Plan (PDP)
Type B	Massachusetts	Initial License	YES	Practicum of 150-300 hours depending on license sought.	YES	Seminars or courses that address the Professional Standards set forth in 603 CMR 7.08. a)Field-based experiences in varied settings and integrated into courses or seminars that address Professional Standards for Teachers. b)Supervised practicum or a practicum equivalent in the field and at the grade level for the license sought. http://www.doe.mass.edu/lawsregs/603cmr7/7.04.html
Type B	Michigan	Provisional Certificate	YES	The applicant must present evidence that he/she has participated under institutional supervision for a minimum of 6 semester hours (equivalent to 180 clock hours of responsible classroom teaching and observation under the supervision of a sponsoring institution) in directed teaching at the level for which the certificate is granted.	NO	Under the new certification restructuring model, mentoring first year teachers is being proposed.
Type B	Minnesota	Professional License	YES	Candidates preparing to be recommended for first professional licensure are required to complete a minimum of ten full weeks of student teaching experience (MN Rule 8700.7600, Subp 5a C). http://cfl.state.mn.us/teachbrd/AR3069.html	NO	

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Type B	Mississippi	Class AA	YES	minimum of 12 weeks	NO	
Type B	Mississippi	Class AAA	YES	minimum of 12 weeks.	NO	
Type B	Nebraska	Initial Certificate	YES	Nebraska programs which prepare beginning teachers require at least 40 hours of general education, at least one-sixth of the total credit requirements must be in pedagogy including knowledge and foundations of education, human growth and development, methods and materials of teaching, assessment of student learning, 100 clock hours of pre-student teaching field experiences, and at least 14 weeks of full-time student teaching.	YES	Nebraska programs which prepare beginning teachers require at least 40 hours of general education, at least one-sixth of the total credit requirements must be in pedagogy including knowledge and foundations of education, human growth and development, methods and materials of teaching, assessment of student learning, 100 clock hours of pre-student teaching field experiences, and at least 14 weeks of full-time student teaching.
Type B	New York	Provisional -- Elementary Teaching Certificate (Pre-K - 6)	YES	6 to 12 weeks under the direct supervision of the certified teacher who has the responsibility for the class. Student teaching is generally the culminating experience of a teacher education program leading to a state teaching certificate. If you are enrolled in such a program, a college will arrange a teaching experience in an elementary, middle or secondary school supervised by both a college advisor and a cooperating teacher to whose class you have been assigned. The number of semester hour credits and amount of time spent working in the classroom is determined by the college at which you are enrolled. The student teaching requirement is satisfied when the Office of Teaching Initiatives receives a transcript from the college verifying a passing grade for that course. While fieldwork is a beneficial component of a professional education program, you may substitute one year of paid, school-based, secondary level (grades 7-12) experience for this requirement. To have such experience considered in lieu of fieldwork, you must file a completed Form OT-11 (Online Print Form). This form must be signed	YES	6 to 12 weeks under the direct supervision of the certified teacher who has the responsibility for the class

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Type B	New York	Provisional -- Secondary Academic Teaching Certificate (7-12)	YES	6 to 12 weeks under the direct supervision of the certified teacher who has responsibility for the class. Student teaching is generally the culminating experience of a teacher education program leading to a state teaching certificate. If you are enrolled in such a program, a college will arrange a teaching experience in an elementary, middle or secondary school supervised by both a college advisor and a cooperating teacher to whose class you have been assigned. The number of semester hour credits and amount of time spent working in the classroom is determined by the college at which you are enrolled. The student teaching requirement is satisfied when the Office of Teaching Initiatives receives a transcript from the college verifying a passing grade for that course. While fieldwork is a beneficial component of a professional education program, you may substitute one year of paid, school-based, secondary level (grades 7-12) experience for this requirement. To have such experience considered in lieu of fieldwork, you must file a completed Form OT-11 (Online Print Form). This form must be signed	YES	Student teaching is generally the culminating experience of a teacher education program leading to a state teaching certificate. If you are enrolled in such a program, a college will arrange a teaching experience in an elementary, middle or secondary school supervised by both a college advisor and a cooperating teacher to whose class you have been assigned. The number of semester hour credits and amount of time spent working in the classroom is determined by the college at which you are enrolled. The student teaching requirement is satisfied when the Office of Teaching Initiatives receives a transcript from the college verifying a passing grade for that course. While fieldwork is a beneficial component of a professional education program, the teacher may substitute paid, school-based, secondary level (grades 7-12) experience for this requirement. The chief school officer verifies the experience and recommends it as a substitute for the supervised fieldwork requirement.
Type B	Oregon	Initial Teaching License	YES	A supervised full-time student teaching experience of at least 15 weeks must be completed successfully. A paid internship supervised by both an approved program and a school district may be completed in place of traditional student teaching.	YES	During life of the Initial License the educator must complete a state-approved Continuing(advanced level) License program.
Type B	Rhode Island	Provisional Certificate	YES	Program approval standards require clinical experiences prior to student teaching and a full semester of student teaching.	YES	Completion of 6 credits while on provisional certification. 3 of the 6 credits may be approved in-service credits and 3 credits must be college credit. All districts are required to have a mentoring program.

Type A, B, or C	State	Certificate Name	Student Teaching	Description of Student Teaching Requirement	Professional Development Required	Description of Professional Development Program Requirement
Type B	South Dakota	Five-Year Certificate	NO		YES	Applicants must obtain 6 renewal credits every 5 years in order to keep their certificate current. Please see our website for details: legis.state.sd.us/rules/rules/2415.htm #24:15:06
Type B	Texas	Texas Standard Classroom Teacher Certificate	YES	Students must participate in field-based activities during educator preparation; examples of supervised activities include internships, student teaching, and/or other experiences. Student teaching generally involves practice teaching in a classroom setting for 12 weeks (approximately 40 hours per week for a total of about 480 hours) under the close supervision of a cooperating teacher and program staff. A supervised internship typically entails serving as a full-time teacher for one or two years for about 36 weeks per year (approximately 40 hours per week, for a total of about 1,440 hours per year) under the direction of a mentor(s) and/or support team.	YES	After the candidate is certified, continuing professional development is required for renewal of the standard certificate. At least 150 clock hours of continuing professional education (CPE) must be completed during each five-year renewal period. Educators should complete a minimum of 20 clock hours of CPE each year of the renewal period. An educator renewing multiple certificates should complete a minimum of five CPE clock hours each year in the content area knowledge and skills for each certificate being renewed. At least 80% of the CPE activities should be directly related to the certificate(s) being renewed and focus on the standards required for the initial issuance of the certificate(s), including (1) content area knowledge and skills; (2) professional ethics and standards of conduct; and (3) professional development. Educators are encouraged to identify CPE activities based upon the results of their annual appraisal.
Type B	Virginia	Collegiate Professional License	YES	300 clock hours of supervised practicums are required.	YES	License may be renewed upon the completion of 180 professional development points based on an individualized professional development plan. Professional development points may be earned through ten options. Beginning teachers in Virginia are required to have a mentor teacher during the first year of employment.

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Type B	Wisconsin	Regular License	YES	A full semester of student teaching following the semester calendar and daily schedule of the cooperating school is required.	YES	6 semester credits or 180 pre-approved equivalency clock hours.
Type C	Mississippi	Class AAAA	<i>States are not required to provide this information for Type C certificates</i>		YES	Three (3) semester hours in content or job/skill related area OR five (5) continuing education units (CEUs) in content or job/skill related area OR completion of the National Board of Professional Teaching Standards process.